



2020 College in the High School Standards Report & Process

All public institutions of higher education offering a College in the High School (CiHS) program in Washington must submit an annual report for review and approval.

The College in the High School Standards Report Review Committee has established the following process for review of CiHS programs offered in Washington. This review process is identified through RCW [28A.600.290](#) WAC Chapter [392-725](#), which established the College in the High School Standards Report Review Committee and Process.

WAC Chapter 392-725, which was revised in May 2019, requires that Washington's public CiHS programs demonstrate adherence to nationally identified standards.

College in the High School Standards Report Review Committee

The CiHS Standards Report Review Committee (Committee) is responsible for reviewing and determining if colleges and universities have met the Standards. The Committee includes, but is not limited to, representatives from the State Board of Community and Technical Colleges, the Council of Presidents and the Washington Student Achievement Council.

College in the High School Standards Review Report

As of the 2017-18 academic year and every year after until 2027-28, all institutions of higher education offering a CiHS program must submit an annual report for review and recommended approval by the Committee. Institutions who have received National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation may submit the certificate of accreditation in lieu of the annual report.

Please note that all institutions of higher education currently offering CiHS programs must be NACEP accredited by academic year 2027-28 to be eligible to offer a CiHS program in Washington as required with the passage of [HB 1734](#) in the 2019 session.

The program staff who completes/coordinates completion of the application at each higher education institution offering CiHS must provide the following documentation concerning the implementation of each course within the CiHS program for the previous academic year (fall 2019-spring 2020) no later than **July 1, 2020**.

My Program Has...	Report Requirements
Accreditation through NACEP	Submit proof of accreditation
Submitted materials in spring of 2020 for NACEP accreditation	Submit state required annual report to review committee
Multiple years of programming	Submit application and evidence for previous academic year 2019-2020
Only been operating fall-winter 2019-2020	Submit application and evidence for terms the program has operated
Offered any CiHS courses in the 2019-20 AY	Submit state required annual report to review committee for terms the course were offered
Considering a CiHS program but is not offering a program	Do not submit an application

* Note: There are no reporting requirements for out-of-state or private institutions.

The higher education institution may provide additional information in support of the quality and comparability of the CiHS program to the same course offerings on the college/university campus.

Applicants are encouraged to have someone not familiar with the program review the application to confirm organization and clarity. Are acronyms explained? Are state laws or institutional policies clearly outlined for an external audience? Are documents where they should be for ease of review? Have all pieces of required evidence been provided?

Requirements for Preparing the Standards Review Report

The Committee accepts only electronic applications submitted via the secure, password-protected document upload site *Box*. Instructions for using the upload site are provided in a separate document.

For each applicant the Committee will create a folder in an online file sharing service with the directory structure identified below and labeled for the 2020 submittal year. Programs are encouraged to organize applications first on their own computers, following the same format, for ease of uploading to the file sharing site.

<ul style="list-style-type: none"> ➤ Program Description (Overall) ➤ Curriculum Standards <ul style="list-style-type: none"> • Standard C1 • Standard C2 • Paired Syllabi • Standard C3 ➤ Faculty Standards <ul style="list-style-type: none"> • Standard F1 • Standard F2 • Standard F3 • Standard F4 ➤ Student Standards <ul style="list-style-type: none"> • Standard S1 • Standard S2 • Standard S3 • Standard S4 	<ul style="list-style-type: none"> ➤ Assessment Standards <ul style="list-style-type: none"> • Paired Assessments • Standard A1 ➤ Program Evaluation Standards <ul style="list-style-type: none"> • Standard E1 • Standard E2 ➤ Partnership Standards <ul style="list-style-type: none"> • Standard P1 • Standard P2 ➤ NACEP Statement of Equivalency
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Technical Requirements

- Download all NACEP forms at once at: <http://www.nacep.org/accreditation/accreditation-resources-and-application-forms/>. NACEP forms, including surveys, should be used when possible.
- The only acceptable file format is PDF. All files should be converted to this format.
- File names must be less than 40 characters in length and contain the relevant standard (e.g. S1) and a succinct description of the document (e.g. S1_Registrar_letter.pdf).
- For compatibility for differing systems, file names should only include letters, numbers, regular dashes "-", or underlines "_". File names should not include spaces, colons, slashes, parentheses, punctuation marks, or symbols. Periods "." should only be used once, prior to a file type designation (e.g. ".PDF").
- All required evidence must be uploaded to the *Box* file storage site. Links to websites should be for illustrative purposes only. For information on a website to be considered evidence a PDF copy should be included with the files uploaded to the application site.
- Maximum file size is 15 MB. Scanned documents should be in PDF format and should balance resolution (e.g. legibility) with file size, generally less than 1 MB per page.
- Pages in a document should not need to be rotated by a reader who views it on screen.
- Any links or links in documents should work without an internet connection. Links to other documents must open in a new browser or application window (e.g. Acrobat) and should be tested to make sure they work on other computers after being uploaded/downloaded from the upload site. Do not include documents stored within documents.
- Longer documents should have a table of contents, bookmarks or an index and a note explaining how to navigate the file.

Organizational Requirements

- Applicants should utilize NACEP coversheets for each standard and the program. The Acrobat version of the coversheets allow users to save drafts and include basic formatting (bold, italic, underlines, indents, bullets, etc.). If advanced formatting is necessary for a description, applicants may create their own version in Word or include a separate Word document.
- Coversheets for each standard should reference all documents submitted as evidence for that standard. When required evidence calls for a description, the description can be a part of a coversheet or in a separate document.
- Be judicious in including additional evidence. Respect reviewers' time by not including extremely long documents, lengthy email chains, or appendices.
- Use the institutional discipline/course list consistently for the:

- Program Description – provide a copy of the list and include the number of disciplines and courses in the cover sheet
- Standards that require evidence from each discipline, and
- NACEP Statement of Equivalency.

Each file name must consistently identify the discipline (e.g., C2_Biology_Letter.pdf).

Discipline examples:

Discipline	Within a Discipline
World Languages/Foreign Languages	French, German, Spanish, etc
English	Literature, Composition

- For paired documents such as syllabi and assessments, each file name must include the discipline and identify the document as either CiHS or campus. For example, a program that offers CiHS courses in five different disciplines would have a Paired Syllabi sub-folder containing 10 files:

Art_A109_CiHS.pdf	Art_A109_Campus.pdf
Business_B104_CiHS.pdf	Business_B104_Campus.pdf
English_W131_CiHS.pdf	English_W131_Campus.pdf
History_H105_CiHS.pdf	History_H105_Campus.pdf
Journalism_J120_CiHS.pdf	Journalism_J120_Campus.pdf

- Do not include duplicate copies of NACEP Statements of Equivalency. Include a single copy for each discipline in the “NACEP Statement of Equivalency” folder, within the main Application folder.

If you have a document that contains evidence for multiple standards (e.g. a faculty handbook), **you should include a copy in each standard folder.** For other standards that reference the same document, the coversheet should clearly direct the review team to the location of the document and the page referenced. Alternatively, include an excerpt of the document in the second folder, with only the relevant page(s) included.

- For Standard C1, if a PDF of the entire campus course catalog is included for Required Evidence 1, provide bookmarks, highlights, and/or page numbers for each CiHS course offered. If the college course catalog is provided online, for the specific courses offered for concurrent enrollment provide:
 - A document with screen shots of the description of each course, or
 - A document or webpage with hyperlinks directly to the description of each course.

Annual Review Report Required Content and Documentation

The CiHS State Review includes six standards relating to student experience, quality of the curriculum, faculty qualifications, partnerships and the continuing assessment and evaluation of programs. All college/university programs are required to provide evidence that each standard has been met.

Required Documentation and Evidence

- College in the High School Standards Report Application Cover Sheet
- Program Description that includes how the program is meeting the evidence and what evidence is included in the annual report.
- Copy of Local Agreement(s)
- NACEP Statement of Equivalency
 - Provide a Curriculum and Assessment Statement of Equivalency for each discipline that partners with your CiHS program to offer courses to your respective high schools.
 - The faculty liaison should write the statement, explaining how they ensure the CiHS program courses are equivalent to the courses taught on campus.
 - This statement should include the handling of academic freedom, student learning outcomes, syllabi review, assessment review, grading standards, and theoretical/philosophical orientation of the on-campus department. If there are differences between CiHS and on-campus standards, include a rationale for the differences and explain the process used to affirm that CiHS and on-campus learning objectives are aligned.
 - Format and Writing the Statement: The statement should be written on departmental or college/university letterhead and include:
 1. An introductory paragraph that identifies the statement's author, the discipline they represent, role at the university, length with the program, and role in CiHS (i.e. faculty liaison, department chair, etc.)
 2. The letter should be broken down into the following headings with responses to each section beneath it: Academic Freedom II. Student Learning Outcomes III. Syllabus Review IV. Assessment Review V. Grading Standards VI. Theoretical/Philosophical Orientation
 3. The letter should be signed by the author verifying the authenticity of the statement. Electronic signatures are not appropriate.
 - NACEP Statement of Equivalency Guiding Questions: NACEP has provided a list of guiding questions after the guidelines to help faculty with the specific areas noted in the letter. The guiding questions help focus faculty on the specific items that the Committee is most interested in. **Please note that the questions are there as suggested topics to address with the responses of the above headings.**
 1. Academic Freedom: How does the college or department define academic freedom? What level of variation might occur across campus sections of the same course? To what extent is academic freedom permitted in the CiHS course? How does it compare to that allowed on campus?
 2. Student Learning Outcomes:
 - How are the learning outcomes for your courses developed within your department? If learning outcomes are not the same across sections of a

- course, describe the department's approach and extent of variation in campus and CiHS learning outcomes.
- How do you assure that CiHS instructors are teaching to the student learning outcomes (i.e. orientation, professional development, site visits, etc.)? If relevant, describe an experience when a CiHS instructor was not adhering to the expectations for the course.
 - How are department revisions to student learning outcomes communicated to CiHS instructors?
3. **Syllabi Review:** When are new syllabi initially reviewed and approved? Who conducts this review? Detail the approach to evaluating a new syllabus, including the minimum components or areas of most importance. If not described above, address how consistent learning outcomes are assured. How are any required changes to a new syllabus communicated? Beyond the initial review, explain how the department ensures CiHS syllabi are up to date. Discuss any important differences between the execution of the course on campus and in the CiHS, addressing how the syllabus upholds the integrity of the college course.
 4. **Assessment Review:** Describe how your department assures that CiHS assessments are comparable in rigor to those on campus (i.e., share samples from campus, review CiHS assessments, professional development, etc.).
 - Describe how your department assures that grading standards are comparable between the CiHS and campus course (i.e., review of syllabi and graded work, rubrics, grade norming, assessment data collection, etc.). This goes beyond grading scales, including how assignments are graded and how final grades are calculated.
 5. **Grading Standards:** Describe your department's philosophy on grading standards and how this is communicated to the CiHS instructors.
 6. **Theoretical/Philosophical Orientation of the On-Campus Department:**
 - What is your department's approach to the discipline? Are there certain hallmarks or best practices? How is this philosophy or approach reflected in the CiHS courses?
 - How do CiHS courses, instructors, and students fit into your department or program's goals, outcomes, or structure? For example, to what extent are CiHS instructors treated like adjuncts or included in decision-making, meetings, etc.? To what extent is the CiHS considered in departmental discussions of identity, policy or program changes, and future courses or degrees?
 - Describe how your department builds relationships with CiHS instructors and students.

- Evidence of Washington State Curriculum Standards

Standard		Required Evidence
C1	Courses administered through a CiHS are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.	<ol style="list-style-type: none"> 1. A publically available list of all courses offered through the CiHS program with descriptions that are linked to the college/university course catalog.
C2	College/university courses administered through a CiHS reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.	<ol style="list-style-type: none"> 1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted. 2. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
C3	Faculty conduct site visits ensure to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.	<ol style="list-style-type: none"> 1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to CiHS program instructors. 2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors. 3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. 4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

- Evidence of Washington State Faculty Standards

Standard		Required Evidence
F1	CiHS instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.	<ol style="list-style-type: none"> 1. Description of the process and timeline for appointing, approving or denying CiHS instructors, and how the process is publicized or made available to high school partners 2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership. 3. Three completed samples of CiHS instructor applications, representing varied departments, that include documents required by the CiHS (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.
F2	The college/university provides new CiHS instructors with course-specific training in course curriculum, assessment criteria, pedagogy, and philosophy prior to the instructor teaching the course.	<ol style="list-style-type: none"> 1. For each discipline, a sample of course specific training materials and agenda for new CiHS instructor training. 2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used. 3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.
F3	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.	<ol style="list-style-type: none"> 1. An example from the professional development activities of each discipline, such as: seminar description and materials, event minutes, conference report, or individualized meeting summary. 2. For each discipline a description written by the faculty liaison of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training. 3. Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.
F4	The CiHS program ensures instructors are informed of and adhere to program policies and	<ol style="list-style-type: none"> 1. A comprehensive concurrent enrollment instructor procedures and practice guide.

	procedures.	<ol style="list-style-type: none"><li data-bbox="885 132 1432 241">2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format.<li data-bbox="885 241 1432 357">3. A copy of the procedures for instructor non-compliance. If you have had a noncompliant instructor/s, please provide documentation of the process followed
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- Evidence of Washington State Student Standards

Standard		Required Evidence
S1	Registration and transcripting policies and practices for CiHS students are consistent with those on campus.	<ol style="list-style-type: none"> 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript from the college/university with identifying information redacted. 3. 3. Registration calendar(s) for concurrent enrollment, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students
S2	The CiHS program ensures its students meet the course prerequisites of the college/university	<ol style="list-style-type: none"> 1. Published outline of registration process and sample application provided to students and schools including any prerequisites for each college/university course administered through the CiHS. 2. Description of process used to implement any prerequisite requirements.
S3	CiHS students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.	<ol style="list-style-type: none"> 1. Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"> • College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; • Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability; • Enrollment processes such as course cancellations and registration; • Legal rights under FERPA and ADA; and • Impact on future financial aid. 2. Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what information is provided.
S4	The college/university provides, in conjunction with secondary partners, CiHS students with suitable access to learning resources and student support services.	<ol style="list-style-type: none"> 1. A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed. 2. A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed

- Evidence of Washington State Assessment Standards

Standard		Required Evidence
A1	The college/university ensures CiHS students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.	<ol style="list-style-type: none"> 1. A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate. 2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).

- Evidence of Washington State Evaluation Standards

Standard		Required Evidence
E1	The college/university conducts end-of-term student course evaluations for each CiHS course to provide instructors with student feedback .	<ol style="list-style-type: none"> 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2. Sample of an evaluation report instructors receive regarding the college/university course. If there is variation between departments, submit one sample of each type of evaluation report used. 3. Description of process used to share student course evaluation results with CiHS instructors and faculty liaisons, as well as any follow-up actions that the CiHS enrollment program may take based on the results.
E2	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.	<ol style="list-style-type: none"> 1. Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program conducted within the last two academic years prior to applying. This report should include abstract, introduction, methodology, results, and discussion sections. Provide the research instrument, as appropriate. 2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how will the program continues to track whether the improvement plan is yielding beneficial results. 3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.

- Evidence of Washington State Partnership Standards

Standard		Required Evidence
P1	The CiHS program aligns with the college/university mission and is supported by the institution's administration and academic leadership	<ol style="list-style-type: none"> 1. Organization Chart that shows how and where the concurrent enrollment program fits into the organization. 2. Description of concurrent enrollment staff structure, including services provided by other departments of the college/university. 3. A listing of all Faculty Liaisons by discipline and a description of Faculty Liaison role, including comprehensive faculty liaison procedures and practice guide or handbook. 4. College/university mission statement, strategic plan or other guiding document and description of how the concurrent enrollment program aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign.
P2	The CiHS program has ongoing collaboration with secondary school partners.	<ol style="list-style-type: none"> 1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholder survey results, partner meeting minutes, or advisory board feedback. 2. A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district leadership and concurrent enrollment program establish a partnership and the extent of the relationship.

All forms and templates are provided by NACEP. Forms and templates required to complete the report can be found under *Application Forms & Cover Sheets* at the link below. Choose the "Download all forms" option near the bottom of the Application Forms & Cover Sheet page.

<http://www.nacep.org/accreditation/accreditation-resources-and-application-forms/>

Cover sheets for all standards are provided by NACEP and available as PDF forms that can be downloaded, completed, saved and shared with colleagues and reviewers **at the link below**. A completed cover sheet or a comparable document created is required for each standard explaining how the institution fulfills the standard and describing the evidence submitted.

If your narrative requires additional space for a particular standard, use the second page form at the link below. Please use second pages judiciously as reviewers appreciate concise writing. Consider including some of the narrative with a specific piece of evidence rather than the cover sheet.

Review Process Timeline

May 18, 2020	Annual report materials and documentation available to colleges and universities
July 1, 2020	Annual reports due to the Committee
August 15, 2020	The Committee's advisement to colleges and universities regarding approval
October 15, 2020	Final deadline for colleges and universities to provide necessary reporting corrections and or/program adjustments to be eligible to offer CiHS
November 1, 2020	Final review by Committee

Review Process

All public colleges and universities offering College in the High School are required to submit an annual report that includes the required documentation and evidence described above by 5:00 P.M. on July 1, 2020. Institutions who have received NACEP accreditation may submit the certificate of accreditation in lieu of the annual report.

All colleges and universities that submit an annual report will be provided with written feedback on their report. The feedback will provide the opportunity for the Committee to gain a better understanding of the context and history of each program, ask questions, seek clarity, and request additional documentation. The feedback also provides an opportunity for colleges and universities to provide additional information and documentation.

Based on the annual report provided to the Committee, and no later than 5:00 P.M. on August 15th, 2020 the Review Committee will advise colleges and universities whether the required standards have been met via email.

If the review committee finds that the institution of higher education's evidence of meeting the required standards is not satisfactory, the college/university will have until October 15th to provide satisfactory evidence.

The Review Committee will complete its final review by November 1st. If after review of the additional evidence, the review committee deems that the standards are not being met, then the college or university will be deemed ineligible to offer the College in the High School program for the following academic school year.

Contact Information

Ruben Flores	Director of Government Relations and Business Affairs	Council of Presidents	rflores@councilofpresidents.org
Julie Garver	Director for Policy and Academic Affairs	Council of Presidents	jgarver@cop.wsu.edu
Amelia Moore	Assistant Director, Policy & Planning	Washington Student Achievement Council (WSAC)	ameliam@wsac.wa.gov
Jamie Traugott	Policy Associate, Student Services	State Board for Community and Technical Colleges	jtraugott@sbctc.edu